



Every Student Succeeds Act (ESSA) Early Learning Working Group

Nov. 16, 2017



Agenda

- I. Welcome and Introductions
- II. DC's Early Childhood Landscape
- III. ESSA and Head Start Act Coordination Requirements
- IV. Purpose of the ESSA Early Learning Working Group, Member Roles, and Timeline
- V. Questions and Answers
- VI. Discussion of First ESSA Requirement: Professional Development
- VII. Closing and Next Steps



Welcome and Introductions

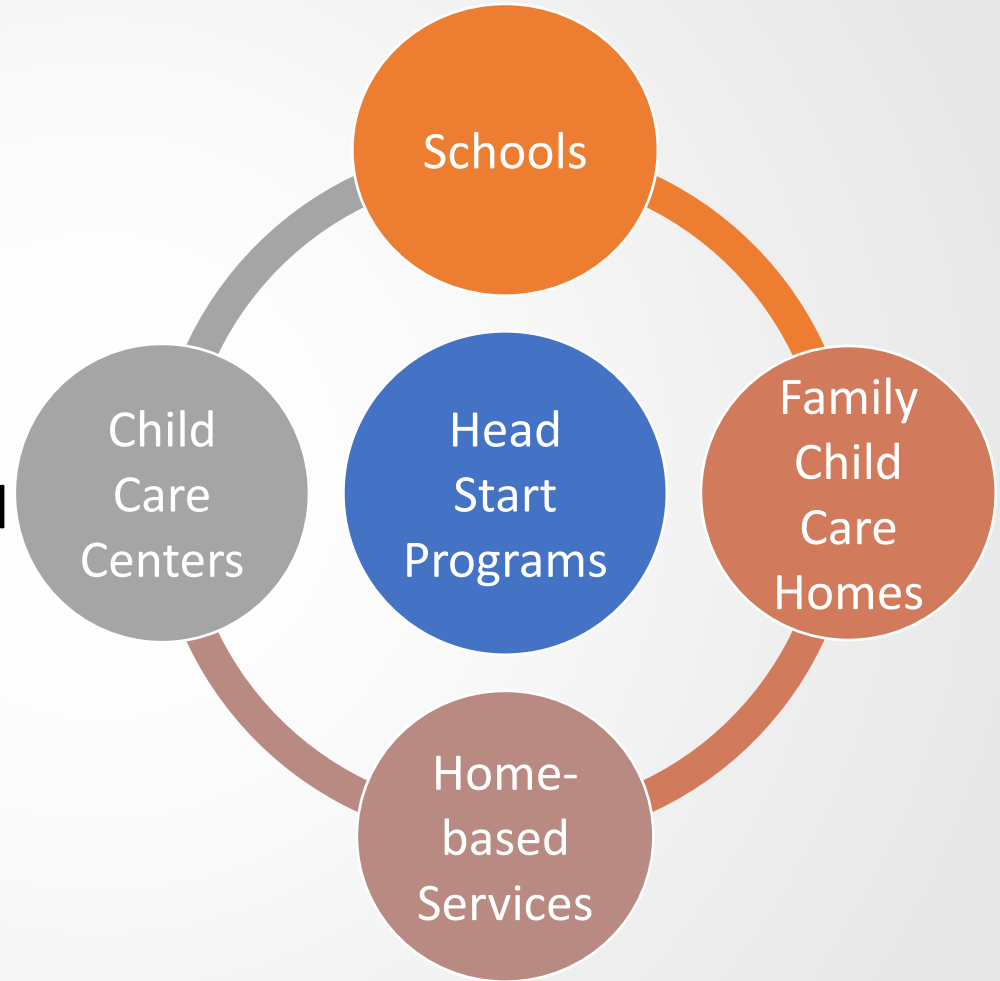


DC's Early Childhood Landscape



Head Start Programs

- Head Start programs promote school readiness of children ages birth to five from low-income families by supporting their development through early learning, health services, and family well-being.
- Head Start and Early Head Start programs offer a variety of service models, depending on the needs of the local community.



Source: <https://www.acf.hhs.gov/ohs/about/head-start>



Head Start Services

Early Learning

- Children's readiness for school and beyond is fostered through individualized learning experiences.

Health

- All children receive health and development screenings, nutritious meals, oral health and mental health support.
- Programs connect families with medical, dental, and mental health services to ensure that children are receiving the services they need.

Family Well-being

- Parents and families are supported in achieving their own goals, such as housing stability, continued education, employment assistance, and financial security.

Source: <https://www.acf.hhs.gov/ohs/about/head-start>



Head Start Programs in DC

- The federally funded Head Start program is an integral component of DC's high-quality early learning system and is key to building capacity for public pre-K programming.
- OSSE is committed to partnering with DC's Head Start grantees to eliminate the systemic barriers to educational opportunities by supporting high-quality, developmentally appropriate, family-centered services for all children throughout the District.



Head Start Programs in DC

FY 17 Program	Early Head Start Home-Based	Early Head Start Center	Head Start Center	Total Enrollment by Grantee
DC Public Schools			5,249	5,249
Bright Beginnings, Inc.	64	104	45	213
CentroNía	60	12		72
Rosemount	77	39		116
Edward C. Mazique Parent Child Center, Inc.		180		180
United Planning Organization (UPO) *	72	416	183	671
OSSE Quality Improvement Network (QIN)		200		200
Total Enrollment	273	951	5,477	6,701

** UPO has delegates*



Other Public Pre-K Programs in DC

THREE YEAR OLDS AND FOUR YEAR OLDS SERVED IN DC IN FY16*

	CENSUS DATA ²⁴	NUMBER ENROLLED	PERCENT SERVED
3 Year Olds	8,200	5,723	70%
4 Year Olds	8,553	7,187	84%
Total	16,753	12,910	77%

* Note that an additional 819 children attended full-day subsidized child care in FY16.

FIGURE 11. PUBLIC PRE-K PROGRAM ACCESS BY SECTOR IN FY16

SECTOR	SITES	ENROLLMENT	NUMBER OF CLASSROOMS	ESTIMATED CAPACITY	ESTIMATED UTILIZATION	ESTIMATED NUMBER OF AVAILABLE SLOTS
DCPS	77	5,832	396	7,128	81.8%	1,296
Public Charter Schools	57	6,477	353	7,060	91.7%	583
Pre-K Enhancement & Expansion Program in CBO Sites	22	601	44	704	85.4%	103
Total	156	12,910	793	14,892	86.7%	1982



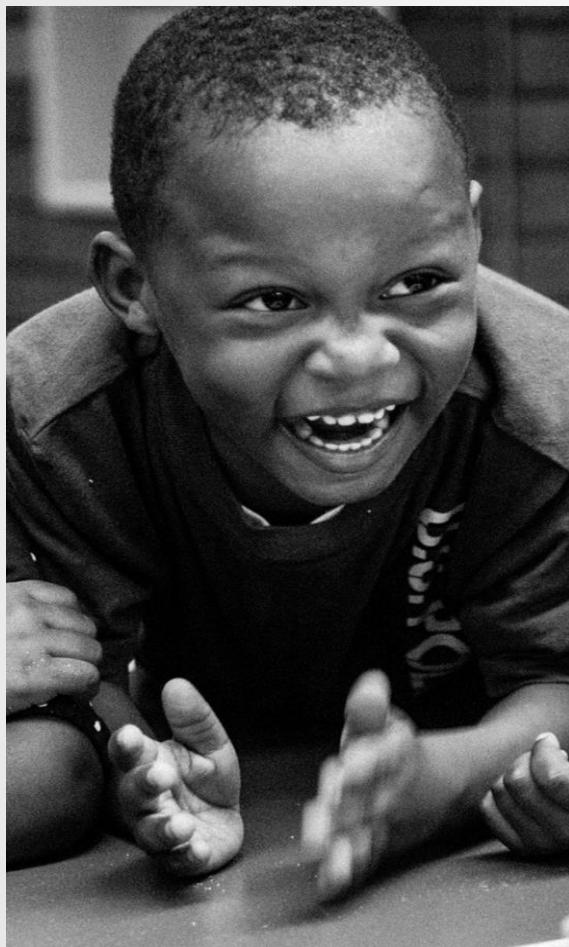
ESSA and Head Start Act Coordination Requirements

- School districts (Local Educational Agencies – LEAs) must form coordination agreements with Head Start
- Some alignment with Head Start Act coordination requirements
- Other early childhood programs must be in the agreements, if feasible
- Benefits of school-Head Start coordination

*Source: School District Coordination with Head Start and Early Childhood: Helping Young Students Succeed
National Head Start Association (NHS) and Council of Chief State School Officers (CCSSO) PPT Oct. 2017*

- Previous Elementary and Secondary Education Act (ESEA) versions required coordination, but have loopholes
- Head Start Act was one way
- Coordination “agreements” added to ESSA
- National Head Start Association (NHSA) involvement
- Key Coordination issues: Records, training, parent meetings, education services, staff communication

*Source: School District Coordination with Head Start and Early Childhood: Helping Young Students Succeed
National Head Start Association (NHSA) and Council of Chief State School Officers (CCSSO) PPT Oct. 2017*



Coordination supports children, families, and staff

- Improves availability of services
- Improves quality of services
- Improves children's transitions

*Source: School District Coordination with Head Start and Early Childhood: Helping Young Students Succeed
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- Identify eligible children
- Recruitment and enrollment
- More efficient delivery
- Shared services
- Extend length of day

*Source: School District Coordination with Head Start and Early Childhood: Helping Young Students Succeed
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Sharing resources

- Professional development
- Educational activities
- Curricular objectives
- Instructional strategies
- Technical assistance

Sharing data and records

- History of services
- Child needs, progress, and strengths
- Outcomes

*Source: School District Coordination with Head Start and Early Childhood: Helping Young Students Succeed
National Head Start Association (NHS) and Council of Chief State School Officers (CCSSO) PPT Oct. 2017*



- Child development practices in elementary school (social and emotional learning)
- Preparation for more academic focus
- Parent and family engagement

*Source: School District Coordination with Head Start and Early Childhood: Helping Young Students Succeed
National Head Start Association (NHS A) and Council of Chief State School Officers (CCSSO) PPT Oct. 2017*

Structural Differences between Schools and Head Start

- Funding
- Accountability
- Governance
- Learning and development practices

*Source: School District Coordination with Head Start and Early Childhood: Helping Young Students Succeed
National Head Start Association (NHS A) and Council of Chief State School Officers (CCSSO) PPT Oct. 2017*

Head Start Act - Sec. 642(e)

- Curricular objectives and alignment
- Support for limited English proficient children
- Family outreach
- Facilities
- Transportation
- Technical assistance
- Transition policies and procedures

*Source: School District Coordination with Head Start and Early Childhood: Helping Young Students Succeed
National Head Start Association (NHSA) and Council of Chief State School Officers (CCSSO) PPT Oct. 2017*

- Connect with LEA leaders: School district administrators, school board members, and relevant charter schools to engage in the process
- Draw from, share, and leverage existing coordination Memorandum of Agreement (MOA)
- Share with LEA leaders examples of coordination and essential components
- Involve policy council and parent committee representatives in the process
- Engage the Head Start State Collaboration Office in the process

*Source: School District Coordination with Head Start and Early Childhood: Helping Young Students Succeed
National Head Start Association (NHS) and Council of Chief State School Officers (CCSSO) PPT Oct. 2017*

General

- LEAs: Primary responsibility for meeting ESSA coordination requirements
- District superintendents and local school boards will need to establish LEA policies and consider any state guidance

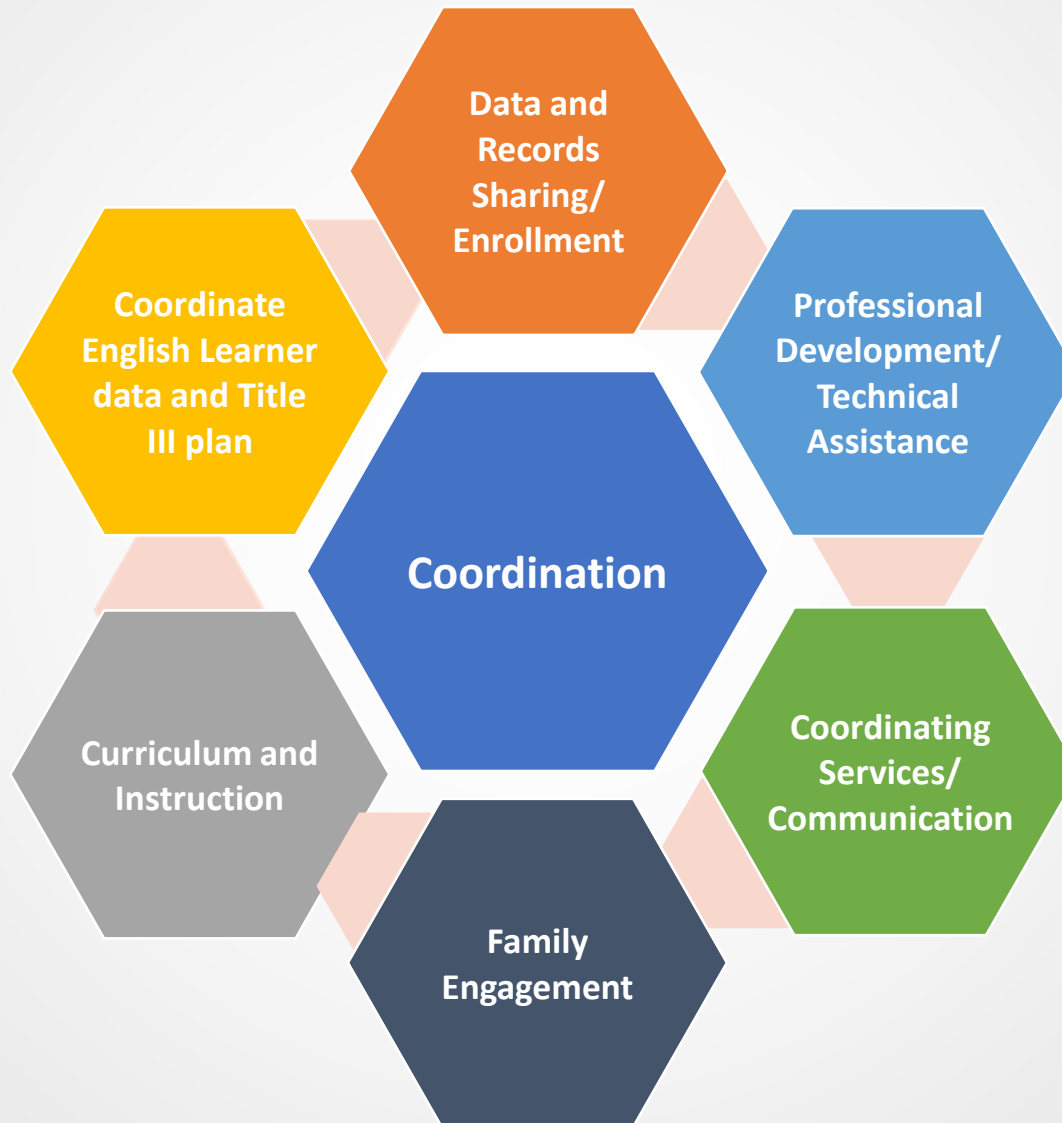
Specifics

- Include coordination agreement with Head Start in local ESSA plans
- Invite and consider parent and community input, including from Head Start, other early childhood programs
- Engage elementary school principals and teachers in the discussion
- Develop an early childhood advisory committee
- Communicate with other school districts and involve charter schools
- Draw on State Educational Agency (SEA) support
- Involve educational services agencies
- Discuss policy at public school board meetings

*Source: School District Coordination with Head Start and Early Childhood: Helping Young Students Succeed
National Head Start Association (NHS A) and Council of Chief State School Officers (CCSSO) PPT Oct. 2017*



Coordination Domains





Purpose of the ESSA Early Learning Working Group, Member Roles, and Timeline



ESSA Early Learning Working Group

- The ESSA Early Learning working group will help OSSE provide guidance to LEAs to meet the requirements. The guidance document will be posted on the OSSE website at <https://osse.dc.gov/service/dc-head-start-state-collaboration-office>.
- The working group will help draft a citywide MOA that LEAs may sign to meet the ESSA requirement by the end of the 2017-18 school year. OSSE will monitor LEAs for compliance on fall 2018.
- The working group will meet monthly (Nov. through spring 2018) to help draft the MOA. OSSE will share a draft MOA with a broader group of stakeholders for input, with a goal of a final MOA by June 2018.
- Working group members will offer their expertise and recommendations from DC and/or national best practices and research.



Timeline of Upcoming Meetings

Month	Location	Topics
Nov. 17, 2017	OSSE	Introduction Joint professional development/ technical assistance
Dec. 2017	TBD	Coordinating services/Communication
Jan. 2018	TBD	Family engagement
Feb. 2018	TBD	Curriculum and instruction
Mar. 2018	TBD	Coordinate English learner data and Title III plan
Apr. 2018	TBD	Data and records sharing/ enrollment
May 2018	TBD	Compile MOA draft and share with other stakeholders
June 2018	TBD	Final citywide MOA



Q&A



Discussion of First ESSA Requirement: Professional Development



Professional Development Requirement

ESEA Sec. 1119(b)(4) – Coordination Requirement [Each LEA shall carry out agreements with Head Start and other early childhood programs on coordination, including...]

Organizing and participating in joint transition-related training of school staff, Head Start program staff, and, where appropriate, other early childhood education program staff.

Head Start Act Sec. 642A (a)(1)(4) [Coordination with LEA shall include...]

Organizing and participating in joint training of staff on topics such as academic content standards, instructional methods, curricula, and social and emotional development

Head Start Act Sec. 642(e)(5)(A)(ii)(V) and (VI) [MOU between Head Start and the local entity managing public preschool shall include...] staff training, including opportunities for joint staff training on topics such as academic content standards, instructional methods, curricula, and social and emotional development; program technical assistance



Discussion Questions

1. How do Head Start, early learning programs, and LEAs currently participate in joint professional development (PD)?
2. What are some of the best practices on early learning-LEA joint PD in DC? Please share best practices that you know at the local, organizational, or national research/other state level.
3. What topics would you include in a successful joint PD? Who are the professionals who should be at the table?
4. What resources would you need to implement a joint PD?
5. What would be the ideal components of a citywide MOA on this topic?



Closing and Next Steps



| Thank you!